This unit focuses on individual and group behaviour in organisations. Topics covered may include personality and behaviour; personal performance and stress; decision-making skills; managing power, politics and conflict; team and group dynamics; gender and diversity issues; interpersonal and group communication; and leading change.
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UNIT DESCRIPTION

Contact details

| Lecturer | Dr Sandra Kiffin-Petersen |
| Mail: | The Graduate School of Management, The University of Western Australia, 35 Stirling Highway, Crawley, Perth, Western Australia 6009 |
| Email: | skiffin@gsm.uwa.edu.au |
| Phone: | 6488 3070 |
| Consultation Hours: | To be advised |
| Room: | GP3 Building: Room 2.13 |
| Lecture Times: | 8.30am to 4.15pm and 8.30am to 5.15pm (Wed 11 January) |
| Lecture Venue: | Case Study 1 |

Your lecturer

Dr Sandra Kiffin-Petersen
PhD (UWA) MBA (UWA) BA (Murd) BAppSc (Curtin)

Sandra Kiffin-Petersen joined the GSM in 2001 having previously taught Organisational Behaviour and Human Resource Management at the Department of Organisational and Labour Studies at the University of Western Australia. Currently Sandra lectures on the Organisational Behaviour (OB) and Negotiation Behaviour MBA units. She also teaches the Organisational Behaviour unit for the Australian National Business Schools program. After completing her MBA in 1992 Sandra worked as a private consultant before becoming a lecturer and pursuing further studies. Sandra has a Phd in Organisational Behaviour from the University of Western Australia. Her research interests include coaching to improve performance, emotions in the workplace, work team effectiveness and trust within organisations. She has presented papers on the topic of trust and work team effectiveness at conferences in the UK, United States and in Australia. Sandra has consulted with a number of private sector organisations in the design and implementation of work teams. She is a member of the Australian and New Zealand Academy of Management (ANZAM), the Organisational Behaviour and Human Resource Management Divisions of the Academy of Management (USA), and the Australian Human Resources Institute.

In 2004 Sandra received an Excellence in Teaching Award for her teaching in Organisational Behaviour. She was also nominated in 2001 for a University Excellence in Teaching Award for the unit Organisational Behaviour and Leadership, and in 2005 she has been nominated for the Pearson Education ANZAM Educator of the Year Award.
Introduction

Welcome to Summer School term of Organisational Behaviour 455.501. I hope that you will find this course challenging as well as rewarding and enjoyable.

A range of issues will be covered in the unit from the individual level up to the macro-organisational level, emphasising the complex inter-relationships between individual behaviour, group behaviour, leadership behaviour and organisational processes. The topics that will be covered include an introduction to organisational behaviour; understanding individual behaviour; motivation (theories and application); personality; designing, leading and working in teams; communication; leadership; emotions and values.

During the course you are encouraged to integrate your own professional experiences with academic insights and perspectives on organisational life, and to test and challenge the basis and validity of your assumptions and beliefs about human behaviour and performance in the workplace. Your objective in this course should be to draw out the relationships between theory and practice and to develop your appreciation of the difference between fact and opinion, and the importance of, not only doing things right at work - but also doing the right things.

This Unit is an opportunity for you to both acquire new knowledge and to reflect upon and develop new insights into your own attitudes and behaviour at work. It is my hope that it might also lead to a re-evaluation of how you deal with your supervisor(s), colleagues and employees in the future.

The goal of the unit

Today’s employers are primarily interested in employees who not only have the technical skills to do the job but also have the interpersonal skills to be effective team members, leaders and managers. A good management program will therefore ground a student in all aspects of business operation, such as accounting, finance and marketing, as well as give the student the professional and interpersonal skills they will need to succeed, such as the ability to lead, motivate, work in a team, think critically and strategically about problems, and prioritise and plan.

The goals of this unit are to provide you with the knowledge, skills and confidence to be effective managers, team members and leaders in organisations. Students should finish this course with (i) a greater understanding of who they are and their own behaviour; (ii) more effective people management and group facilitation skills; and (iii) an understanding of how people think, feel and behave in organisations. As a result, students will not only be expected to know (knowledge), but also be able to put that knowledge to use, as in do (skill) and to believe that they can know and do (confidence).

Learning outcomes

On completion of this unit, you should be able to:

1. Select, describe and apply a range of organisational behaviour theories, models and concepts related to individuals, groups, and interpersonal processes to organisational situations.
2. Develop, justify and select appropriate solutions to organisational problems based on organisational behaviour theories and concepts.
3. Apply knowledge of human behaviour to improve individual performance, group effectiveness and employee wellbeing in contemporary organisations. Reflect on your own thoughts, feelings and behaviour, and use this knowledge to become a more effective leader, manager and team member.
4. Locate and utilise a range of information sources to research management and organisational behaviour issues.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

My approach to teaching this unit is based on an ancient Chinese proverb:

I hear and I forget
I see and I remember
I do and I understand

As a result, I deliberately adopt an eclectic approach to learning drawing on a variety of methods to meet the learning outcomes. I aim to integrate academic perspectives on organisational behaviour using contemporary examples, videorecordings, case studies, experiential exercises and the experiences of course participants.

Each of us is ultimately responsible for the success of this class. I have tried to design the course to maximise your learning and I am committed to creating a positive learning environment. What you get out of the course is, however, ultimately up to you. My goal is to strike a balance between my presentation of material and your involvement in discussions, cases and exercises. If we both do our part, this course will be a positive learning experience for us all. Please discuss with me your queries or concerns about the course, your progress or assignments. I welcome constructive feedback on course content, relevance and presentation. I look forward to sharing with you a stimulating and enjoyable learning experience.

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at:


Use of student feedback

Student feedback about this unit is welcome at anytime during the course. Formal student feedback will also be sought using the Student Perceptions of Teaching (SPOT) and Student Unit Reflective Feedback (SURF) forms in the final session of Week 2 of classes. Student feedback is integral to continuously improving the Organisational Behaviour unit and ensuring that it endeavours to meet the needs of all students.

Past student feedback has been helpful in identifying specific teamwork skills, such as giving constructive feedback, which students are not confident about performing particularly when working on their team projects. This has resulted in some changes being made to the curriculum to incorporate additional practice sessions to develop these skills.

Feedback has also been helpful in relation to the consultation times that students would prefer. I will be seeking your feedback early in the week about what would be useful for you whilst attending Summer School.
Classroom Behaviour

Our classes together can be both educational AND fun if we work together to make it that way. One of the best ways to ensure that classes are enjoyable and productive is for everyone to be mindful of the impact that their own behaviour has on others, to make a conscious effort to treat others with courtesy and respect, and to behave in a manner appropriate to the workplace. This includes:

♦ Advising the lecturer beforehand of possible absences from class
♦ Arriving at class on time and remaining throughout the class period
♦ Coming to class prepared and willing to participate
♦ Minimising distracting noises and actions (e.g. not eating during class, turning mobile phones off)
♦ Listening when others are speaking and not interrupting
♦ Engaging in healthy debate of issues and ideas without personal attacks
♦ Respecting the cultural and ethnic backgrounds of other students
♦ Using humour appropriately
♦ Helping class members that need assistance
♦ Finding solutions to issues/problems that may arise
♦ Refraining from using sexist or offensive language

PLEASE turn off mobile phones and other electronic devices that are distracting during class.

If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception may be made.

Key Dates

CLASS DATES

Week 1 Monday 9 Jan and Tuesday 10 Jan; 8:30am - 4:15pm
       Wednesday 11 Jan; 8:30am-5:15pm

Week 2 Monday 16 Jan and Tuesday 17 Jan; 8:30am – 4:15pm

ASSIGNMENT 1 Due Friday 3 February at 5:00pm

ASSIGNMENT 2 Due Friday 10 February at 5:00pm

FINAL EXAM Saturday 21 January - time to be advised

ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.
Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Weeks 1 and 2</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>Saturday 21 January</td>
</tr>
<tr>
<td>Assignment 1 – Group Project</td>
<td>30%</td>
<td>Friday 3 February 5:00pm</td>
</tr>
<tr>
<td>Assignment 2 – Individual Case Study</td>
<td>25%</td>
<td>Friday 10 February 5:00pm</td>
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</table>

**Class Participation (10%)**

The purpose of this assessment is to assess the extent to which you have done the pre-reading and required preparation; and actively participate in class discussions. As a postgraduate student with work experience, your contribution to class discussions forms an essential part of this course. Unlike undergraduate courses, where you may well have been “taught” in a one directional way by lecturers, this course requires your active participation in, and learning from, seminar discussions, and group work. The participation mark of 10% recognises the contributions you make in class. Regular attendance and displaying an active interest in class discussions and group work form the lowest level of participation, and are required for a mark above 6. The table overleaf indicates the grade that can be expected for varying levels of preparation and participation in discussions.

PLEASE note that simply asking a question in class does not constitute a ‘class contribution’. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important than the quality of your contribution.

**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Given the intensive mode of teaching for the Summer Program, absence without prior permission from the lecturer is classified as unsatisfactory.
OB 501 Class Participation - Marking Guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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</table>
| 1 - 4 | Present, not disruptive  
Tries to respond when called on but offers very little  
Demonstrates very infrequent involvement in discussion. |
| 5 - 6 | Demonstrates adequate preparation  
Knows basic material, case or reading facts, but does not show evidence of trying to interpret or analyse them.  
Offers straightforward information (e.g., straight from the text, case or reading), without elaboration or very infrequently (perhaps once a class).  
Does not offer to contribute to discussion, but contributes to a moderate degree when called upon.  
Demonstrates sporadic involvement. |
| 7 - 8 | Demonstrates good preparation  
Knows text, case or reading facts well, has thought through implications.  
Offers interpretations and analysis of issues (more than just facts) to class.  
Contributes well to discussion in an ongoing way - responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
Demonstrates consistent ongoing involvement. |
| 9 - 10 | Demonstrates excellent preparation  
Has analysed topic concepts and issues exceptionally well, relating them to other material (e.g., readings, course handouts, discussions, experiences, etc.).  
Offers analysis, synthesis, and evaluation of issues discussed, e.g., connects discussion to develop new approaches that take the class further.  
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyse which approaches are appropriate, etc.  
Demonstrates ongoing very active involvement. |

Final Examination (35%)

The purpose of the examination is to evaluate your understanding of the knowledge you have acquired during the OB unit and your ability to apply that knowledge to organisational issues. It will be an open book exam. The exam will be three hours in length and will include two compulsory case studies and a choice of short answer questions. The case studies will be similar in format to those that we do in class. Sample short answer questions will be provided to students during Summer School. An optional exam review session will also be scheduled between January 18 and January 20 depending on student feedback.

The marking criteria for the examination are the same as those for your individual assignment, except that Harvard referencing will not be required.
Assignment 1: Group Project (30%)
The purpose of Assignment 1 is to assess your ability to:

- Select, describe and apply a range of organisational behaviour theories and concepts related to individuals, groups, and interpersonal processes to organisational situations.
- Develop, justify and select appropriate solutions to organisational problems based on organisational behaviour theories and concepts.
- Locate and utilise a range of information sources to research management and organisational behaviour issues.

This assignment is designed to acquaint students with current organisational behaviour practices (good or poor) in an industry of your choice, to analyse and comment critically on such practices and to demonstrate the quality of your learning by indicating how the practices might be improved within the particular industry you have chosen to study (or alternatively they may illustrate ‘best practice’). You are not required to collect original survey or interview data for this assignment, but you may do so if you wish (but please check with me first if you are planning to do so). You should use secondary sources of information obtained from the library databases, popular press and web sites to provide background information on the OB practice and particular industry you have chosen to study.

Students will work in groups of four to five (4-5) and should adopt the following approach.

1. Choose a project related to one of the Week 1 topics (i.e. managing and valuing individual differences, managing employee performance, emotions, values and attitudes in the workplace, motivation and empowerment);
2. Review literature relevant to the topic including seminar readings, relevant books and journal articles;
3. Decide on an industry sector which you will analyse. Collect as much information as possible about the typical OB practices in the industry you have chosen to analyse relevant to your chosen topic area (see the attached articles ‘You can’t bank on happy tellers’ and ‘Lib rookies push PM for pay rise’ to give you some ideas about what I am looking for). In your analysis you should include at least two organisations from the industry sector to illustrate the OB practice that you are studying - this could include the host organisation for the OB company visit or it could be your own organisation.
4. Describe and critically evaluate the application of the particular OB practice you are investigating in that particular industry sector. In particular, you must assess the typical (or atypical) industry practices against the literature on the subject and provide in your report conclusions about the adequacy of the practice with respect to the theory and published literature;
5. Be sure you document all sources of information in your reference list, whether they are annual reports, company newsletters, books, journals, web sites, newspapers (e.g. Australian Financial Review). If you decide to conduct any interviews (e.g. HR manager) this must also be referenced.
6. Prepare a written report on the group’s findings as per the section on report writing below and submit it in on the due date.

This group project is a team effort and each member of the team is expected to contribute equally to the written report. The formation, membership, management and leadership of each group, allocation of work-loads, and the timing and handling of project meetings will be left entirely in your hands. Most OB groups work well together. However, occasionally things can go wrong. If you run into major difficulties you should consult me sooner rather than later. Don’t leave it until the week before the project is due!

In the event of a disagreement over individual contributions to the group project, members may be asked to complete the peer evaluation form which is attached to this unit outline. In such circumstances, I may take this information into consideration in the awarding of the final grades to individual group members. I reserve the right to make adjustments to individual marks for the group report on the basis of this feedback.
Please note your group should submit to me as soon as possible your chosen topic, a one page outline of your planned project, as well as the names of your group members, your group name, and the name and details of a team contact person, using the form that is attached to this course outline. When preparing your group project report it is recommended that you include the following:

- **Executive summary.** Your report should begin with a succinct executive summary that gives a brief description of the project and the main findings. A good summary allows the reader to follow the arguments in the main report more easily. The executive summary should be single-spaced and no more than one page for a 5,000 word report.

- **Project aims.** It is important that the primary aim or purpose of the project is clearly stated.

- **Justification for project.** A rationale should be provided here for why the project was important (the 'so what' factor).

- **Methodology.** The method for how you went about the project should be explained here including how you collected your information, the people you interviewed in the organisation etc.

- **Report investigation.** This should include information about the industry or sector and the area of Organisational Behaviour that your report investigates (e.g. motivation, job satisfaction). It should also include relevant literature on the topic to support your analysis and critique, and the identification if applicable of areas for improvement. I will be looking for you to integrate OB theory with its practice. Diagrams and tables can assist in presenting the information in a user friendly way. However, make sure that all diagrams and table are referred to and fully explained in the text. This section should comprise the bulk of your report.

- **Identification of limitations of investigation.** Briefly describe any limitations that you consider apply to your conclusions.

- **Conclusion.** A brief summary of the major findings in the report.

- **References.** The reference list should include all sources of information referenced in the Harvard style including company documents, in-house newsletters and people interviewed for the purposes of the project.

A marking guide for the group project is included overleaf and you must address these points while researching and writing the assignment. Please attach a copy of the marking guide to your essay. You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments is not generally considered to be extenuating circumstances.

**Word limit = 5,000 words.**
## OB 501 Group Project Marking Guide

**Group Names**

**Title of Group Project**

<table>
<thead>
<tr>
<th>ASPECT OF REPORT</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
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<tbody>
<tr>
<td><strong>1. Executive Summary</strong></td>
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<tr>
<td>succinct summary of key points</td>
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<td><strong>2. Project Aims</strong></td>
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<td>clearly &amp; succinctly stated</td>
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<td><strong>3. Justification for Project</strong></td>
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<td>logical rationale with evidence</td>
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<td><strong>4. Methodology</strong></td>
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<td>appropriate to problem</td>
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<td>identification &amp; discussion of limitations</td>
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<td><strong>5. Report Investigation</strong></td>
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<tr>
<td>understanding &amp; application of relevant OB theories &amp; concepts to analysis of industry practices</td>
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<td>use of relevant literature to support analysis &amp; critique</td>
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<td>logical development of ideas &amp; themes</td>
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<td>identification of areas for improvement/best practice</td>
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<td>use of organisational examples to support</td>
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<tr>
<td><strong>6. Conclusion</strong></td>
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<tr>
<td>sound summary of key points</td>
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<td><strong>7. Presentation</strong></td>
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<td>organisation &amp; structure</td>
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<tr>
<td>clarity of expression (grammar, spelling &amp; punctuation)</td>
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<tr>
<td>Harvard referenced</td>
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</table>

**Mark**

**Comments**
OB 501 Group Project – Approval Form

Title of Group Project___________________________________________________________

Group Name_______________________________________________________________

Group Member Names

1.___________________________________________
2.___________________________________________
3.___________________________________________
4.___________________________________________
5.___________________________________________
6.___________________________________________

Summarise in about one-half page the topic area and major direction you plan to take in your OB group project. Include the industry that you will do your analysis on.

Lecturer’s comments

___________________________________________________________________________________
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OB 501 Group Project - Peer Evaluation Form
(optional use ONLY)

Group Names

Title of Group Project

Instructions
Rate each of the members of your group, including yourself, on each of the items listed below and as objectively as possible. First, write the names of everyone in your group including yourself. Then, for each question, write the number that is most applicable to each of the members, as per the scale indicated immediately below.

1------------2------------3------------4------------5
Very little or                               Very much or
Very infrequently                           All of the time

<table>
<thead>
<tr>
<th>GROUP MEMBER NAMES</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Attendance at group meetings</td>
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<tr>
<td>2. Contribution in defining the topic</td>
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<td>3. Contribution in researching the topic</td>
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<td>4. Contribution in providing examples</td>
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<td>5. Contribution in drafting the final report</td>
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<tr>
<td>6. Taking care of getting the typing done</td>
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<tr>
<td>7. Taking care of proof reading &amp; attention to details of the report</td>
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<td>8. Contribution in terms of ideas</td>
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<tr>
<td>9. Overall contribution to the group project</td>
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<td>10. Total</td>
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<td>11. If you had to allocate among your group members (including yourself) a total of 100 points, how much would each person get?</td>
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Comments
Assignment 2: Individual Case Study (25%)

The purpose of Assignment 2 is to assess your ability to meet these learning objectives:

- Apply knowledge of human behaviour to improve individual performance, group effectiveness and employee wellbeing in contemporary organisations.
- Locate and utilise a range of information sources to research management and organisational behaviour issues.

Choose an issue in your organisation that you would like to research and apply your understanding of the organisational behaviour theories and concepts. Analyse the issue based on the theories and concepts covered in the list below. Your assessment will be based both on your ability to define and explain the theory AND to apply it to a specific organisational experience. Your discussion should be concise, thoughtful and relevant. (please keep in mind that this analysis may be based on present or PAST organisational experiences).

Your research should include one or two Week 2 topics from the following list:

1. Designing, leading and working in teams
2. Decision making and creativity
3. Communication in organisations
4. Leadership (and/or followership).

Whatever topic you choose it should be presented in essay style and include the dot points listed below. You should refer to relevant, current literature and, wherever possible, use examples cited in course materials and from your reading. Ensure that your opinions and assertions are substantiated with evidence from readings, literature, models, and other forms of literature.

For each topic, students should include the following:

- **Introduction.** An introduction to the topic and a discussion of why it is worthy of study. Key concepts/terms should also be defined in the introduction so that the reader is clear about what the essay is going to discuss. The main thrust of your argument or the position that you will take on the issue should also be clearly stated here.

- **Literature review.** A review of the literature of your chosen topic. This review should be restricted to literature that you personally have been able to obtain and is relevant to the issue that you are analysing. It is important that your arguments are supported by evidence either obtained through your research or examples from your experience. You should avoid armchair speculations or unsubstantiated claims. A mix of practitioner and scholarly journals is generally expected in an OB case analysis.

- **Conclusion.** A summary or conclusion that brings together the major points in the main body of the essay and is consistent with what was stated in the introduction. The conclusion should not introduce new ideas or lines of thought that have not previously been discussed in the main body of the essay. For an essay of 2,500 words an adequate conclusion would normally be between half and three quarters of a page. Two to three sentences are not sufficient.

- **References.** The in-text references and list should be in accordance with the Harvard Style and include only those references referred to in the body of the essay. References that you have read during the course of your research but do not cite in your essay should not be included. Sources of diagrams and direct quotes should be page referenced and cited accordingly. The importance of referencing correctly is covered in more detail in the sections on acknowledgements and plagiarism, and referencing.
• **Writing Style.** You are expected to adopt a writing style that is appropriate to academic writing. Please note that the emphasis is on using your own words rather than the extensive use of quotes in written essays. Direct quotes should be used sparingly and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author’s original words are not used, or for literary effect. Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.

• **Professional Presentation.** All written assignments must be word-processed or typewritten, one and half-spaced, use a 12-point font and be accompanied by a word count. The assignment should be stapled in the top left hand corner or bound along the left margin. Please do not place assignments in plastic sleeves – the marker needs to be able to write comments on the assignments and placing it in a plastic cover only increases the handling time.

• **Word Count.** This must be written on the cover sheet of each piece of assessment. Included in the word count is the main text of the essay, in-text referencing and sub-headings. The abstract, executive summary, table of contents, reference list and appendices are not included. Appendices should be short and contain only tables and graphics – not narrative. Do not try to extend the work count by using appendices, as they will not be read. Assignments that are more than 10% over length (i.e. 250 words for a 2500 word essay) will be penalised 10% for each 100 words over the word limit.

• **Remember to keep a copy of any work you submit.**

A marking guide is included overleaf and you must address these points while researching and writing the assignment. Please attach a copy of the marking guide to your essay. You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments is not generally considered to be extenuating circumstances.

Word limit = 2,500 words.
# OB 501 Individual Case Study - Marking Guide

Name

<table>
<thead>
<tr>
<th>ASPECT OF CASE STUDY</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>P ass 50-59%</th>
<th>Fail ≤49%</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction</td>
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<tr>
<td>definition of key terms</td>
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<td>stimulate interest and establish topic's importance</td>
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<td>2. Literature Review</td>
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<td>knowledge and understanding of relevant OB theories &amp; concepts</td>
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<td>ability to apply OB theories and concepts analytically &amp; practically</td>
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<td>development of logical and well supported arguments</td>
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<td>use of relevant organisational examples from the literature</td>
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<td>original ideas</td>
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<td>3. Conclusion</td>
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<td>sound summary of key points and arguments</td>
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<td>4. Presentation</td>
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<td>organisation &amp; structure</td>
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<tr>
<td>Harvard referenced</td>
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Mark

Comments
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

- **HD (Higher Distinction)**: 80-100%
- **D (Distinction)**: 70-79%
- **CR (Credit Pass)**: 60-69%
- **P (Pass)**: 50-59%
- **N+ (Fail)**: 45-49%
- **N (Fail)**: 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.
Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html

TEXTBOOKS AND RESOURCES

Required Textbook


(Please note that unless you wish to do so you do not need to purchase the Enhanced Edition of the textbook - second-hand copies of earlier editions will be fine and are often available at a considerably cheaper price)

Supplementary readings for Organisational Behaviour MGMT8501 are available for purchase from the Co-op bookshop. Alternatively they are available electronically through the library catalogue:

Please remember to bring your textbook to each class as we will be doing case studies and exercises from the textbook.
Alternate text(s)


These textbooks provide a useful introduction to the material that we will be covering in the course and most of them are available in the library (or earlier editions). However, they are no substitute for extended reading of OB research studies and articles as provided in your supplementary readings and through the electronic databases.

Additional resources and reading material

Supplementary readings for Organisational Behaviour MGMT8501 are available for purchase from the Co-op bookshop. Alternatively they are available electronically through the library catalogue: [http://catalogue.library.uwa.edu.au/search/rMGMT8501](http://catalogue.library.uwa.edu.au/search/rMGMT8501)

The library may require you to verify that you are a valid UWA student before granting you access to the networked readings. If this is the case, you'll be asked to provide your UWA ID number and barcode. Copies of the textbook and relevant books have also been placed on Closed Reserve. The Business Library opening hours during Summer School are Monday-Friday 8:30am-6:00pm.

Software requirements

You will need access to a web-linked PC, be able to use word processing software, know how to access recommended reading and other materials on the web and from the Business Library, and have an active email address.

Reference List

The recommended referencing style at the GSM is Harvard Style. A style guide can be downloaded from: [http://www.library.uwa.edu.au/guides/citingsources/harvard.html](http://www.library.uwa.edu.au/guides/citingsources/harvard.html)
UNIT STRUCTURE

Pre-Readings/Activities for Week 1

Read Chapters 1, 2, 3, 4, 5 and 6 of McShane & Travaglione (2004) prior to the first class on January 9.

Read supplementary readings Gosling & Mintzberg (2003); Christensen & Raynor (2003); Kerr (1995); Nicholson (1998); Herzberg (2003); Ambrose & Kulik (1999) (these readings are available in your course reader or electronically via Library)

Do self-assessments Self-efficacy (p. 66), Equity sensitivity (p. 178) and Measuring Your Growth Need Strength (p. 176).

Read case study Pushing Paper (p. 62) and answer discussion questions 1 -3.

Read case study Nupath Foods (p. 99) and answer discussion questions 1-3.

Read case study Regency Grand Hotel (p. 171) and answer discussion questions 1-3.

Pre-Readings/Activities for Week 2

Read Chapters 8, 9, 10 (pp. 332-361), 11 and 14 prior to the week 2 classes beginning on January 16.

Read supplementary readings Cohen & Bailey (1996); Lengel & Daft (1988); Perlow & Williams (2003); Goleman (2000); Offerman (2004) (these readings are available in hard copy and electronically via Library)

Do self-assessments Team Roles Preferences Scale (p. 288); Decision Making Style Inventory (p. 327); Active Listening Skills Inventory (p. 393) and Leadership Dimensions Instrument (p. 463)

Read Employee Involvement Case studies (p. 321) and answer discussion questions 1-3 for each case.

Read Sea Pines (p. 388) case study and answer discussion questions 1 and 2.

Read case study Managing Like a Man at SilkQueen (p. 488) and answer discussion questions 1-4.
## Seminar program - Week 1

<table>
<thead>
<tr>
<th>Time</th>
<th>9th January 2006</th>
<th>10th January 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 10:30</td>
<td><strong>Topic 1: Understanding Individuals at Work</strong></td>
<td><strong>Topic 3: Managing &amp; Valuing Individual Differences</strong></td>
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<tr>
<td></td>
<td>Text Reading: Ch 1 pp 1-19</td>
<td>Text Reading: Ch 3 pp 72 – 107</td>
</tr>
<tr>
<td></td>
<td>Introduction to OB</td>
<td>Group Exercise: Disclosing and Predicting</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td><strong>Morning Break</strong></td>
<td><strong>Morning Break</strong></td>
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<tr>
<td>10:45 – 12:30</td>
<td><strong>Group Exercise: Crocodile River</strong></td>
<td><strong>Case Study: Nupath Foods (p. 99)</strong></td>
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<tr>
<td>12:30 – 1:15</td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>1:15 – 2:45</td>
<td><strong>Topic 2: Managing Employee Performance</strong></td>
<td><strong>Topic 4: Emotions, Values &amp; Attitudes in the Workplace</strong></td>
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<tr>
<td></td>
<td>Text Reading: Ch 2 pp 35-71</td>
<td>Text Reading: Ch 4 pp 108 - 14 and pp 118-45</td>
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<tr>
<td>2:45 – 3:00</td>
<td><strong>Afternoon Break</strong></td>
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<tr>
<td>3:00 – 4:15</td>
<td><strong>Group Exercise: Effective Feedback</strong></td>
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<td>Case Study: Pushing Paper (p. 62)</td>
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<tr>
<td>11th January 2006</td>
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<tr>
<td>8:30 – 10:30</td>
<td><strong>Topic 5: Motivation and Empowerment</strong></td>
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<td></td>
<td>Text Reading: Ch 5 pp 148-81 and Ch 6 pp 182 -08</td>
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<tr>
<td></td>
<td>Self Assessments: <em>Equity sensitivity</em> (p. 178); <em>Growth Need Strength</em> (p. 176)</td>
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<tr>
<td>10:30 – 10:45</td>
<td><strong>Morning Break</strong></td>
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<tr>
<td>10:45 – 12:30</td>
<td><strong>Case Study: Regency Grand Hotel (p. 171)</strong></td>
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<tr>
<td>12:30 – 1:15</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>1:15 – 5:15</td>
<td><strong>Company Visit</strong></td>
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### Seminar Program - Week 2

<table>
<thead>
<tr>
<th>Time</th>
<th>16th January 2006</th>
<th>17th January 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 10:30</td>
<td><strong>Topic 6: Designing, Leading &amp; Working in Teams</strong></td>
<td>8:30 – 10:30</td>
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<tr>
<td></td>
<td>Text Reading: Ch 8 pp 257-93</td>
<td><strong>Topic 8: Communication in Organisations</strong></td>
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<tr>
<td></td>
<td>Self Assessment: <em>Team Roles Preferences Scale</em> (p. 288)</td>
<td>Text Reading: Ch 11 pp 362-97</td>
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<td></td>
<td>Group Discussion: Building effective work teams</td>
<td>Self Assessment: <em>Active Listening Skills Inventory</em> (p. 393)</td>
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<td>Video: Teamwork at Centrelink and Mobil</td>
<td>Video: ‘From No to Yes’</td>
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<tr>
<td>10:30 – 10:45</td>
<td><strong>Morning Break</strong></td>
<td><strong>Morning Break</strong></td>
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<tr>
<td>10:45 – 12:30</td>
<td>Group Exercise: NASA</td>
<td>10:45 – 12:30</td>
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<tr>
<td>12:30 – 1:15</td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>1:15 – 2:45</td>
<td><strong>Topic 7: Decision Making &amp; Creativity</strong></td>
<td>1:15 – 2:45</td>
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<tr>
<td></td>
<td>Text Reading: Ch 9 pp 294-324 and Ch 10 pp 332-361</td>
<td><strong>Topic 9: Effective Leadership (and Followership)</strong></td>
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<tr>
<td></td>
<td>Self Assessment: <em>Decision Making Style Inventory</em> (p. 327);</td>
<td>Text Reading: Ch 14 pp 464-98</td>
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<td></td>
<td>Case Study: Employee Involvement Cases (p. 321)</td>
<td>Self-Assessment: <em>Leadership Dimensions Instrument</em> (p. 463)</td>
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<td></td>
<td>Video: Paradigm Shifts</td>
<td>Group discussion: Understanding leadership and followership</td>
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<tr>
<td>2:45 – 3:00</td>
<td><strong>Afternoon Break</strong></td>
<td>Video: Virgin Blue</td>
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<tr>
<td>3:00 – 4:15</td>
<td>Group Exercise: Team Tower Power (p. 287) and the Nail Game</td>
<td>3:00 – 4:15</td>
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<td></td>
<td><strong>Case Study: Managing Like a Man at SilkQueen (p. 488)</strong></td>
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Supplementary readings for Organisational Behaviour MGMT8501 are available for purchase from the Co-op bookshop. Alternatively they are available electronically through the library catalogue: http://www.library.uwa.edu.au/.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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</table>
| 1 9 Jan | Understanding Individuals at Work & Introduction to OB  
| 2 9 Jan | Managing Employee Performance  
| 3 10 Jan | Managing & Valuing Individual Differences  
| 4 11 Jan | Emotions, Values & Attitudes in the Workplace  
| 5 12 Jan | Motivation and Empowerment  
Supplementary Reading Material

Supplementary readings for Organisational Behaviour MGMT8501 are available electronically via the CygNET website. Click on the link entitled ‘Find course materials for your Unit’ and either enter the course name Organisational Behaviour 501 or the lecturer’s name.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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</table>
| 6 16 Jan | **Designing, Leading & Working in Teams**  
| 7 16 Jan | **Decision Making & Creativity**  
| 8 17 Jan | **Communication in Organisations**  
| 9 17 Jan | **Effective Leadership (and Followership)**  
You can't bank on happy tellers

John Durie
11 August 2005
Australian Financial Review

If Australian bank bosses' latest plaything staff satisfaction surveys mean anything, then National Australia Bank's John Stewart has a huge job ahead given that just 35 per cent of staff are said to be committed to the place.

The survey results were released as Commonwealth Bank of Australia boss David Murray unveiled a 55 per cent increase in profits to $4 billion on a statutory basis while also boasting a lift in staff engagement from 74 to 77 per cent, according to a Gallup survey.

Westpac boasts 80 per cent staff satisfaction under the ISR group survey results. It seems that the bank oligopoly at a time of just 2 per cent financial-service sector unemployment has happy staff, except at NAB.

The Hewitt group figures used by NAB rank anything below 40 per cent as in the "serious zone" as compared with ANZ Banking Group, which uses the same figures at 60 per cent as "high performance".

The theory goes that happy, engaged staff are more likely to want to serve customers better, make the bank more money and boost the chief executive's bonus by a few hundred million dollars or so.

CBA boasted customer service had improved so much that 85 per cent of branches now had less than two-minute waiting times compared with 41 per cent at the start of its Which New Bank revolution.

Clearly the good branches in question may not be the ones next to you or me, but the program, according to Murray, has increased loan approvals and the like by as much as 71 per cent.

NAB's culture-change boss, Heather Maree Thomson, has a job ahead of her, given the new management team at the bank is well entrenched yet 65 per cent of staff would be just as happy working somewhere else.

As an aside, the latest Roy Morgan survey on bank customer satisfaction, taken in April, has St George on top at about the 76 per cent mark, followed by ANZ and Westpac close behind, then NAB and a big gap to CBA at 65 per cent. Which goes to show that when you measure satisfaction levels, it just depends on whose figures you use.

The good news from CBA's result is that Murray resisted the temptation to go out all guns firing and instead left his successor, Ralph Norris, with momentum in the right direction with the right platform in place and financial flexibility to spare.

The bank has set the market alight in the past six months in particular, but over the past 12 months it has added a stunning $12.5 billion in market capitalisation to just under $50 billion with a total return for the stock up 32 per cent.

The disappointment yesterday was just a 7.7 per cent increase in dividends on a 30 per cent increase in earnings per share. At a time when CBA's stock was priced for perfection, the bank didn't deliver. The good news for Norris is this means that while he has undeniably big shoes to fill, the bar was not raised to exorbitant levels by his predecessor.

Which retiring banker held detailed merger talks with then Westpac boss Bob Joss in the past decade, reputedly going within a whisker of a deal, and now thinks four pillars is a good policy?

Yes, you guessed it: CBA's David Murray who, at his self-serving best, now argues four pillars has served Australian bank customers well and there is no need to change the system (as urged by ANZ's John McFarlane and Westpac's David Morgan).
Now maybe Murray's decision to opine on the topic may have had something to do with wanting to support Treasurer Peter Costello ahead of a likely government position and/or the fact that while ANZ and Westpac might get merger approval from the regulator, CBA would have zero chance.

Murray has undeniably a fine intellect with plenty to contribute in public policy terms, but it would look somewhat better if he stopped talking his book as he sifts through the "stacks of expressions of interest" to see what interests him.

Outgoing NAB chairman Graeme Kraehe has arguably left his successor, Michael Chaney, with what on paper looks to be the best bank board in the country, boosted by yesterday's appointment of former NAB wholesale bank boss Patricia Cross.

One big negative against Cross is she is decidedly a director-club member, joining the bank board just as her old Wesfarmers board colleague, Michael Chaney, takes over as chairman, and is high on BHP Billiton chairman Don Argus's list of talented former bank colleagues.

Her partner, Allens Arthur Robinson partner Paul Meadows, is also well known in Melbourne boardrooms, having served, among other jobs, as an adviser to the NAB independents in the Cathy Walter showdown last year.

Kraehe showed commendable courage last year in revamping the board with some new faces such as Sydney lawyer Danny Gilbert, together with an eminently qualified group including Paul Rozzo, Robert Elstone and Jillian Segal, but with Cross has gone back to the club.

This said, it's hard to criticise the appointment of someone who knows banking from the inside and, through her past posts on the AMP board and as chairwoman of the Qantas Super fund as well as having seats at the Wesfarmers and Qantas board tables, is well attuned to board responsibilities towards shareholders.

Coca-Cola Amatil boss Terry Davis likes to refer to parent company Atlanta-based Coca-Cola as a substantial shareholder, and it seems it is keeping him involved in South Korea despite dismal returns and an earnings margin fall from 4.5 to 0.3 per cent in the past half.

This compares with the group margin of 14.3 per cent, and as the December deadline looms for a decision on the struggling asset, the asset looks more like a basket case.

Its natives are more attuned to drinking soft drinks than the better-performing Indonesians when you consider per-capita consumption in the former is 96 eight-ounce glasses per year against 11 in Indonesia and 488 in Australia.

Davis is also happy with the introduction of Minute Maid fruit juice in Korea, but overall it still looks a struggle even under a new Asian management leadership, which by giving Davis more time in Australia tells you where his interests lie.

Coke has suffered a 5.3 per cent increase in cost of goods sold as a result of higher PET and steel-can price increases, but Davis used his brand leadership to pass these on to consumers while trying things like new Powerade bottles that are 10 per cent lighter and hence use less plastic.

While mooted as a possible heir to Woolworths boss Roger Corbett, Davis is contracted to Coca-Cola until 2008 and, with the big exception of Korea, has the company travelling along well.
Lib rookies push PM for pay rise

Samantha Maiden
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The Australian

NEWLY elected Liberal MPs are demanding that John Howard give them a pay rise after discovering their longer-serving colleagues are paid up to $50,000 a year more.

The angry federal politicians, who earn a base salary of $106,000, want an independent review to work out how much new MPs have lost under changes to superannuation rules adopted by the Prime Minister.

Under pressure from the Opposition during the election campaign over the generous super scheme for MPs, Mr Howard introduced a two-tiered system that penalised anyone elected after 2004.

Labor MPs are also understood to be angry about the changes, warning that some better-paid politicians will refuse to budge and make way for new talent.

The Australian understands the backbench revolt was sparked when a new MP peeked at the pay slip of a colleague.

"Someone has seen one of the old MPs' pay slips and they said, 'You wouldn't believe it, you wouldn't believe what they're getting in superannuation',' a Liberal MP said yesterday. "The new ones are on half the wage and doing more work because everyone expects you to run around like a blue-arsed fly."

Even more experienced MPs admit they are on "a guilt trip" for backing the Prime Minister's pre-election decision on super.

The old super scheme allowed former Queensland senator Bill O'Chee to walk away with an estimated $1.4 million in entitlements at the age of 38, or $50,000 a year for life.

It is estimated Mr Howard could collect about $254,000 a year if he stayed around to fight the next election in 2007.

There are constitutional barriers to offering different base salaries to backbenchers doing the same work, and Liberal MPs are seeking bipartisan support from Labor members to refer the issue to the Remuneration Tribunal.

Options for reform could include increasing the government superannuation contribution from 9 per cent to 15 per cent, or offering new MPs an extra allowance.

Senior figures from both sides of politics are backing the backbenchers' pay claim.

Liberal MP Alan Ferguson said he was concerned the new rates would deter quality candidates and "discourage people from retiring from parliament". Another Liberal MP said: "It is totally inappropriate to have two people in the same workforce, doing the same job, with a huge difference in their remuneration package."

MPs and senators under the old scheme are entitled to a pension of about $51,000 a year for life after eight years in parliament.

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